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ABSTRACT

This study examined the writing development of two language minority students over 3 school years, in particular, students' writing samples in the form of dialogue journals. Analyses focus on the function of content features (pragmatics) in their writing, the development of mechanical control (surface features), and the change in content over time. Students' attitudes toward and perceptions about writing and the degree of correspondence with actual writing were also of interest. Two fifth grade students whose first language was Spanish and who were receiving literacy instruction in English served as subjects. The study's design involved collecting writing samples in the form of dialogue journals, interviewing the students, and videotaping students during a journal writing session. Results support the notion that children should have primary language support to facilitate second language literacy acquisition. Important differences in the students' development include mean length of entry, growth toward controlling the mechanical features of their writing, and initial reliance on the Spanish language as a basis for inventing spelling in English. Interview data showed that one student focused on meaning and process while the other student expressed concern over spelling and the skills aspect of learning to write. Dialogue journal evaluation sheets for surface features and content features, and a dialogue journal interview are appended. (JP)

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Dialogue Journal Writing and the Mediated Development of Writing: How Do Second Language Learners Engaged in Authentic Writing Activities Develop as Writers?

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Sharon Ulanoff

Dialogue journal writing and the mediated development of writing: How do second language learners engaged in authentic writing activities develop as writers? – A Pilot Study

I. PROBLEM STATEMENT

There is much discussion today over the authenticity of the activities in which students participate, specifically with relation to language arts instruction (Edelsky, 1986). Nowhere is the teaching of language arts more artificial and reductionistic then in writing where students are subjected to endless repetitions of individual letters, devoid on any authentic contexts. These school activities are often done in isolation with children sitting at their desks, filling in blanks or copying letters and words. This often amounts to mindless busy work for the child who has difficulty attaching meaning to the writing task and will often tell teachers and others that he or she does not know how to write, accurately defining such tasks as being different from actual writing.

Most children come to school with a great deal of knowledge about written language (Bissex, 1980; Calkins, 1986; Clay, 1975; Deford, 1980; Edelsky, 1986; Ferreiro, 1978; Harste and Burke, 1980; King, 1980; Luria, 1983; and Wells, 1986). Rather than capitalize on this knowledge, school often systematically ignores that which the child already knows and imposes the established curriculum on all children regardless of background knowledge and cultural background.

Even more reductionistic is the instruction made available to second language learners who are often precluded from any experience with written language until they have control over oral language in their L2. Hudelson (1989) stated that children are able to write in English long before they exhibit control over the language and that it is important for them to experiment with written language as early as possible.

Dialogue journal writing, as an addition to the curriculum, offers both students and teachers a means of engaging in authentic written communication instead of practice exercises with little meaning. A dialogue journal is defined as " . . . a

conversation between a teacher and an individual student. . . . it is written, it is completely private, and it takes place regularly and continually throughout an entire school year or semester. . . the teacher is a *partner* in a conversation, who accepts what is written and responds as directly and openly as possible, while keeping in mind the student's language ability and interests" (Peyton and Reed, 1990, pp. 3-4). Through the dialogue journals the teacher and students develop a relationship that is mediated by continuous writing. This type of task supports the notion of writing as a social activity and allows the student to develop a sense of audience in his/her writing. Not only does the student control the writing, he or she begins to view writing as an authentic means of communication.

The purpose of this study is to examine the writing development of two language minority students over three school years. As such this study will look at the authentic writing samples in the form of dialogue journals of those students in order to examine developmental patterns in their writing. This examination will focus on the following topics: the function of content features (pragmatics) in their writing, the development of mechanical control (surface features), and the change in content over the course of the three years. In addition, this study will examine the student's attitudes toward and perceptions about writing and the degree of correspondence with actual writing. These patterns, changes, attitudes and perceptions will be examined within the context of the initial literacy instruction received by the students: English-only, or transitional bilingual education (initial literacy instruction in the primary language (L1), in this case Spanish, and "transition" or switch to English (L2) when the child is a proficient reader and and achieves an identified level of L2 competence.

II. REVIEW OF THE LITERATURE

Writing and social mediation

"Written language learning is a social event of some complexity and written language use reflects the orchestration of this complex social event" (Harste and Burke, 1980, p. 174). In direct contrast to this notion of writing as a social event, traditional educational practice has looked upon writing as an individual act which children most often practice in isolation. In addition, knowledge about writing is thought of as residing within the teacher who then will impart this knowledge upon the child, much like the transmission model of education as described by Cummins (1989). "The vast majority of research on literacy has treated written language as a set of skills taught by adults to children in school" (Dyson, 1985, p. 498). Recently though, both research and classroom instruction have begun to make the switch away from the traditional. "Instruction in reading and writing can be conceived along a bipolar continuum. At one end reading and writing are presented in terms of their elements (e. g., sounds, letters, syllables, word parts, etc.). The emphasis is on getting the words decoded or spelled correctly. At the other end, reading and writing are viewed holistically as meaningful processes and are used to communicate meaning" (Rasinski and Deford, 1989, p. 53).

Vygotsky (1978), supporting a notion of writing as a social event, discussed the development of writing as it relates to both the child and the context within which writing develops. "The teaching of writing has been conceived in narrowly practical terms. Children are taught to trace out letters and make words out of them but are not taught written language. The mechanics of reading what is written are so emphasized that they overshadow written language as such" (Vygotsky, 1978, p. 105). Vygotsky (1978) concluded by saying that " . . . children should be taught written language, not just the writing of letters" (p. 119). In addition to examining classroom practice in writing it is important to once again examine how written language is viewed:

> . . . writing has been considered primarily a school-related activity. . . . while children learn to speak in the context of meaningful interaction with a great deal of assistance, writing has been considered a solitary activity, occurring without communicative support. . . . It is only after the student has a completed written product that feedback is given, and this often takes the form of a grade or brief, evaluative comments from the teacher rather than meaningful dialogue about the piece. Thus, the more difficult task of learning to communicate in writing, traditionally has been accomplished with much less assistance. The work of researchers interested in the social basis of writing development has pointed out the importance of interaction *in* writing and oral interaction *about* writing in the development of written language (Peyton, 1988, p. 90).

There is a need for practical pedagogy in terms of such writing. Vygotsky (1978) discussed that need, stating that:

> . . . practical pedagogy, despite the existence of many methods for teaching reading and writing, has yet to work out an effective, scientific procedure for teaching children written language. Unlike the teaching of spoken language, into which children grow of their own accord, the teaching of written language is based on artificial training. Such training requires an enormous amount of attention and effort on the part of teacher and pupil and thus becomes something self-contained, relegating living written language to the background. Instead of being founded on the needs of children as they naturally develop and on their own activity, writing is given to them from without, from the teacher's hands (p. 105).

Vygotsky (1987) also felt that the teaching of written language often exists in a situation where there is no need for written communication, adding to the artificiality of the goals of writing instruction and the focus on skills rather than such communication. While much writing in school does take place within such a framework of transmission with the teachers imparting their knowledge on the students, rather than one of empowerment with students actively engaging in their own education, Goodman and Goodman (1990) proposed that " . . . it is possible to organize classrooms so that social interactions will be supportive, and bridges will be provided to the cultures and social values pupils bring to school" (p. 244). Within this environment of social interaction writing instruction based on authentic communicative activities, such as dialogue journal writing, certainly can be a reality.

Writing in a second language

Krashen (1984) stated that writing is acquired subconsciously much the same way that a second language is acquired, through comprehensible input. "According to this theory, however, writing practice and instruction will not help the writer actually acquire the code: this happens only via comprehensible input. . . ." (Krashen, 1984, p. 27). He went on to stress that reading assists in the development of writing, reading in the child's L1 as well as his or her L2. This language then becomes the base upon which the children draw when they write. Their experiences with reading facilitate their writing by demonstration; the text that is read demonstrates proficient writing to the novice (Smith, 1986).

Edelsky (1986) examined the writing of second language learners in grades one through three over the course of a year. She began with the perspective that writing is " . . . a complex, recursive, social, and cognitive process" (p. 11), and consistently found that the children's first language facilitated their development of writing in their second language and that the use of authentic writing activities engaged in for the purpose of communication served to support the students' learning. "It seems crucial, therefore, to have children be engaged with whole, authentic, written discourse–to have to contend with all sub-systems at once so that they have the chance to hypothesize about something as global as an audience or as local as a period" (Edelsky, 1986, p. 95). Kucer (1990) delineated three types of authenticity with relation to whole, integrated literacy curriculum: cognitive authenticity which deals with the literacy and thinking processes and strategies used by proficient language users; socio-cultural authenticity which relates to the way " . . . individuals in society, culture or discipline use literacy and thinking to mediate their interactions with the world" (p. 2); and developmental authenticity which reflects the development of cognitive and social process (p. 2).

That second language writing develops within the framework of authentic communication is supported by Hudelson (1989). She found that " . . . personal involvement of the writer had an effect on the quality of the writing. . . . there was a qualitative difference in work controlled by the children themselves in contrast to work controlled by the teacher" (pp. 26 - 27). Peyton (1990) argued that within the framework of the dialogue journal the child shares control of the writing with the teachers and often initiates the topics due to the fact that he or she writes first.

Hudelson (1989) also stated that second language learners need to start writing in the second language before they have full control over that language. "Texts produced by ESL writers contain many of the same features of writing produced by native speakers. These features demonstrate that the writers are making predictions about how the written language works, and they are testing and revising their ideas" (p. 35). As they engage in written language they begin to experiment with language and, more importantly, begin to view themselves as writers. And as the teacher responds to the writing, the student begins to get a sense of the nature of written language.

In addition, Cummins (1989, 1984, 1981) substantiated the importance of initial L1 literacy with his interdependence principle. He stated "to the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly" (Cummins, 1981, p. 29). He further argued that " . . . although the surface aspects (e.g. pronunciation, fluency, etc.) of different languages are clearly separate, there is an underlying cognitive/academic proficiency which is common across languages. This 'common underlying proficiency' makes possible the transfer of cognitive/academic or literacy-related skills across languages" (Cummins, 1989, p. 44). Thus, not all psycholinguistic aspects of literacy are language specific;

rather, they often involve many of the same cognitive processes regardless of language.

Dialogue journals as a form of written communication

> Teachers should provide authentic contexts for written expression, focus on writing as meaningful communication, provide guided assistance by structuring input just above students' present developmental levels, and attempt to bridge present levels of proficiency (such as in oral language) to future levels of written proficiency (Rueda, 1990, pp. 407-408).

Dialogue journal writing has been described as a means of achieving such written communication in the context of authentic activities. Staton (1988) defined dialogue journal writing as

> . . . the use of a journal for the purpose of carrying out a written communication between two persons, in this case a student and the teacher, on a regular continuous basis. The frequency of writing, the external form (a bound notebook), and even the participants may all vary in different settings. The essential attributes of dialogue journal writing are these: a dialogue or conversation in writing carried on over an extended length of time, with each partner having equal and frequent (daily, semiweekly, weekly) turns. In addition to its *interactive, continuous* nature, each writer is free to initiate a conversation on any topic of personal and mutual interest, with the expectation that the other participant will generally acknowledge the topic and often comment on it (p. 4).

Shuy (1988), making the connection between writing and such authentic contexts for meaningful communication, discussed the view that dialogue journals are similar to oral language in that a conversation is carried on between two people. He listed four conditions for the development of any language skill: "the task must happen in order to be learned; the task must happen meaningfully; the task must happen meaningfully in such a way that it can be monitored by the learner; and the task must happen meaningfully, be self-motivated and provide comparative/contrastive learning" (Shuy, 1988, p. 87). He argued that dialogue journals meet all the above criteria. As the dialogue journal itself is passed back and forth between the teacher and the student there is a cumulative record and an opportunity for modeling in order that the

students may engage in the generation of topics as well as the self-correction of their writing.

Fulwiler (1985) discussed her daughter's third grade journal. She noted that students initiate the self-correction of their writing, since as writers they need to negotiate meaning in writing in order to better understand and be understood. She found that her daughter was forced to find her own appropriate language to communicate with the teacher, and in doing so needed to make decisions about the available language. Bissex (1980) found much the same to be true when she examined the writing development of her son as he began to seek out conventions in order to make his writing communicate his intentions.

Staton (1983) addressed the issue of using dialogue journals as a tool to aide second language acquisition: "the dialogue journal allows beginning language learners to express their own ideas and encourages willingness to make an effort and to tolerate one's own mistakes" (p. 2). Within the framework of journal writing "the language input that the learner receives from reading the teacher's entry is comprehensible, modified roughly to the learner's level of English proficiency, and slightly beyond the learner's productive ability" (Peyton, 1990, p. 68), much like the "i + 1" and comprehensible input discussed by Krashen (1985). As such, dialogue journals serve as an arena for both reading and writing.

> . . . these interactive written conversations are one practical instance of reading and writing bound together in a single, functional experience. Through the dialogue, student and teacher construct a mutually interesting reading text about self-generated topics, with the teacher elaborating on some of the topics introduced by the student. . . . in these longer discourse structures, teachers automatically adjust their writing to the inherent reading level of each student, providing a reading text which is 'just beyond' the grasp of the student (Staton and Shuy, 1988, p. 203)

Flores and Garcia (1984) used dialogue journals to evaluate bilingual children's literacy and biliteracy development. They implemented the use of dialogue journals in a first grade classroom and through their use began to evaluate each

child's interpretation of writing. They found that after the initial introduction of the journals the children themselves succeeded in redefining the task to suit their own needs with respect to the social function of the journals. When the teacher was not available for immediate feedback on the journals, the students turned to other students to continue the communicative event of journal writing. As such, the students were able to maintain the interactive written communication by mediating each other's writing and mutually participating in the activity.

"Children learn in the context of reading and writing real language" (Freeman and Freeman, 1989, citing Goodman, 1969). This is especially true for second language learners who may rely on this real language context even more so. Dialogue journals afford students who are learning a second language an cpportunity to express themselves for the purpose of communicating a message. It is this interactive communication that becomes the basis for the shared meaning making that exists between journal writer and reader/respondent. Hudelson (1986) found that children are able to write in a second language before they exhibit complete control over all the systems of that language. Dialogue journals give students, especially those writing in their second language, an avenue for experimenting with written language within the framework of a socially mediated, interactive activity.

III. OBJECTIVES

Literacy is the single most important "ability" that students learn in school. Given the diversity of both the students and teachers in today's schools, it is important to examine instructional practices in order to facilitate literacy development. That students acquire language by actively engaging in communication has been the topic of much research (Krashen, 1984; Smith, 1986). Dialogue journals provide students with an arena for communicating in order to facilitate the development of written discourse. Within the framework of this developing written communication it is hoped

that these students will succeed in becoming fully literate individuals. Based on the review of the literature and the themes that emerge from that literature the following assumptions and research questions are being proposed.

Assumptions

Krashen (1984) discussed the difference between L1 and L2 writing:

> ". . . . there is good reason to suspect that deep similarities exist between first- and second-language competence and performance, and that similar pedagogies are called for - reading for the development of an efficient composing process. There is every reason to expect that second language students will also profit from conferencing methods that guide them through the writing process and heighten awareness of audience. Similarly, the advice proposed for first language writers, with, as we shall see, some additional advice to delay problems of grammar and vocabulary until the end. With this deep similarity are surface differences, however. Second language writers will, of course, make more errors in grammar and lexical choice than will first language writers" (pp. 41-42).

Based on the notion that second language learners need to learn to control written communication through authentic activities in which they participate and the literature concerning second language acquisition, the researcher assumes the following:

1. English-only students (those students from the group that have Spanish as their native language but for various reasons including parental decisions have always had literacy instruction in English) will use only inventions based on the English language. Their writing will be shorter and contain less elaborations than the writers who have had initial literacy instruction in their native language.

2. Transition students (those students who have had initial literacy instruction in Spanish and have "transitioned" or changed to English language arts when they have reached certain proficiency levels in reading and in English as a second language) will be able to use a greater repertoire of language, namely both Spanish and English vocabulary and syntax, therefore their writing will have more elaborated topics, will

contain both Spanish and English inventions, but may also have exhibit more invented grammar, depending on how long they have been writing and reading in English.

Research questions

1. What are the similarities and differences between the writing development of two students, one a language minority student with English-only background, and another with transitional bilingual education background, in terms content features (pragmatics) and surface features (mechanics)?
2. What generalizations can be made about each student?
3. What developmental patterns are there for each of the students?
4. What differences in developmental patterns were noticeable in their writing over the years?
5. How did the patterns evolve?
6. What differences and similarities occurred in the attitudes and perceptions of the two students?
7. What was the degree of correspondence of expressed attitudes and perceptions and actual activities?

IV. PROCEDURE

Sample

The focus of this paper is to examine the writing development of two fifth grade students from a year round elementary school in the greater Los Angeles area over three school years. The school has approximately 1200 students, 88% of whom have Spanish as their primary language. Almost 85% of attending students participate in government subsidized lunch and breakfast programs. The school has a transitional bilingual education program in which the children are separated according to language dominance for initial reading instruction and later "transitioned" or changed

over to English language arts instruction when they reach a certain proficiency level in L1 reading and in English. Although the school supports the bilingual program and staff encourages students whose home and dominant language is Spanish to choose initial primary instruction in Spanish for their children, parents do have the option to insist on all English instruction. The students are placed in reading classes according to the language of instruction and are pulled out of the regular classroom, if necessary, for such instruction.

These two students are unique in that they have participated in a pilot program where they have remained with the same teacher since the second grade. The class itself is a bilingual class where more than two thirds of the original students received initial literacy instruction in their primary language. As of this year there are only two students who still receive such instruction and both are recent immigrants. All students still receive primary language support as needed. The class is self-contained and the teacher has a holistic philosophy of education. Consequently the students are actively engaged in problem solving activities and have ample opportunity for written communication. Writing samples from the students' dialogue journals have been kept since the third grade (although the students did use such journals in the second grade, they were not saved).

The students chosen for study are both language minority students with Spanish as their first language. Though both students currently read and write in English, their route to literacy was quite different. While one student, Salvador, was placed in an English only program upon arriving at the school, the other, Horacio, was in the bilingual program and received initial literacy instruction in Spanish before "transitioning" to English instruction. Salvador was the only child in his family to receive initial literacy instruction in English. Although they speak no English, his parents gave him primary language support at home. Horacio, on the other hand, was able to receive support in his primary language to facilitate the work he was doing in

school. Spanish is the language spoken in the home and all children in the family received initial literacy instruction in Spanish. It is the intent of this paper to examine both students' development of written language through case study research. Writing samples, as described above, along with student interviews and observations are the data that will be analyzed in this paper.

Design

This study will be descriptive in nature. Case study analysis, consisting of data collected through observation, interview and documentary analysis will be used to compare the two students. There will be three parts to the data collection. The first part will consist of collecting authentic writing samples, in the form of dialogue journals from the students over three school years in order to examine the samples for evidence of developmental patterns and the evolution of such patterns.

The second part will focus on student interviews in order to determine student attitudes toward both writing and the specific writing activity, dialogue journal writing, that is the focus of this study. The interview (Appendix B, p. 57) consists of thirty three questions requesting information about attitudes toward and perceptions about writing.

The third part will consist of observations of both students in the study. Students will be videotaped during a journal writing session in order to compare student perceptions about what they do during writing with actual activities such as rereading, revising, etc. It is hoped that these observations will serve to confirm that which is found in the writing samples and interviews.

Data Analysis

Dialogue journals from the beginning of third grade until the second half of fifth grade were collected for each student. In all 771 journal entries were examined (see table 1, p. 14). Generally an entire day's writing, similar to a diary entry, was

considered as one entity, but at times, due to shift in content feature, the sample was counted as multiple entries.

Table 1. Number of entries per student.

	Horacio	Salvador	Total/Average
Number of entries	383	388	771
Mean words/entry	50.4	15.5	32.95

Five journals were collected from Horacio and four for Salvador over the same period of time. The writing in these journals covers varying periods of time over the course of the study due to the varied length of entry. The dates and number of entries in each journal are reported in table 2. Dates were matched as closely as possible to account for the difference in number of the journals for each student.

Table 2. Dates (and number of entries) for each journal.

	Horacio	Salvador
Journal one	9/16/89 - 2/5/90 (81)	9/13/89 - 1/28/90 (86)
Journal two	2/10/90 - 6/14/90 (46)	1/29/90 - 6/14/90 (67)
Journal three	8/25/90 - 4/2/91 (93)	8/31/90 - 6/12/91 (115)
Journal four	4/3/91 - 10/16/91 (91)	
Journal five	10/17/91 - 2/28/92 (72)	6/15/91 - 2/28/92 (120)

Two elements were the focus of the examination of the journal entries: content features representing the pragmatic or communicative functions of written language and surface features representing the mechanical or syntactical features of the writing. Journal entries were examined to look at discernible changes and patterns over the course of the study.

In order to code the entries for content features all entries were initially examined. Two major categories, entries with topics relating to school and entries relating to topics other than school were immediately evident. Within those two major categories five subcategories emerged, paralleling the categories in the framework for

organizing pragmatics outlined by Wiig and Semel (1984). The categories are as follows: ritualizing, informing, controlling, feeling and imagining (see table 3).

Table 3. Protocol for coding journals (content features).

Function	*Uses*	*Examples*
Ritualizing (**R**)	Greetings, farewells, regulation of turn taking, apologizing, etc.	"Hello." "How are you?" "How was your vacation?" "I'm sorry I'm talking too much."
Informing (**Info**)	Give or request information	"My uncle lives in San Francisco and I called him."
Controlling (**C**)	Commanding, warning, giving permission, threatening, refusing, offering, advising	"Why don't you move my seat?"
Feeling (**F**)	Express attitudes/feelings; Respond to attitudes/feelings; Monitor attitudes/feelings of self and others	"The substitute is real nice."
Imagining (**Imag**)	Storytelling, lying, speculating, fantasizing	"When I grow up I'm gonna be a jockey."

All entries were coded according to the framework in table 3 and tabulated to find totals for those categories (see Appendix A, p. 56). The mean percentage of each type of entry was calculated in order to compare the content features of the writing of the two students (see table 4, p. 16).

Next, ten samples from each journal were selected. Every nth sample was chosen according to the number of entries in each journal in order to randomize the sample. In all ninety entries were chosen, fifty for Horacio and forty for Salvador. These samples were used for analysis of surface features (mechanics). The following features were examined: invented spelling, English and Spanish, conventional spelling, invented and conventional grammar, invented and conventional punctuation

and the mean words per entry (reported above in table 1, p. 14). Examples of these features are given in table 5.

Table 4. Mean percent of content features of both students.

	Horacio	Salvador
School Ritualizing	2.4%	1.3%
Out of School Ritualizing	1%	3%
School Informing	31.36%	29.3%
Out of School Informing	21.52%	26.4%
School Controlling	2.8%	4.5%
Out of School Controlling	1%	0
School Feeling	23.8%	19.8%
Out of School Feeling	5%	7.3%
School Imagining	4.8%	2.6%
Out of School Imagining	6.3%	6%

Table 5. Examples of surface features (mechanics).

Invented Spelling - English	"lik"
Invented Spelling - Spanish	"layk"
Conventional Spelling (English)	like
Invented Punctuation	"J.R." "did'ent"
Conventional Punctuation	"Jr." "didn't"
Invented Grammar	"We do the book together."
Conventional Grammar	"We read the book together."

Of those ninety samples, twelve for each student were selected for closer examination of content, audience awareness, segmentation and codeswitching (changing back and forth between English and Spanish). These will be discussed further within the case study analyses.

Next, both students were interviewed in order to determine both their perceptions of journal writing and their attitudes toward writing (see Appendix B, p. 57, for interview). While each interview consisted of specific questions, the interviews were somewhat open-ended in that probes were used as necessary, dependent on student responses. Interview responses were coded according to the following

categories: communicating responses, describing responses, reflecting responses, skill responses and enjoyment responses (see table 6).

Table 6. Protocol for coding interviews.

Function	Uses	Examples
Communicating (C)	The sharing of ideas between teacher and student(s).	". . . what we want to talk with our teachers about."
Describing (D)	The description of what is written.	"Like something I'm gonna do or I did."
Reflecting (R)	Talking about ideas and the process of expressing them.	"I try to brainstorm really hard . . . ."
Skills (S)	Talking about the mechanics of writing.	"Looking for something I spelled wrong."
Enjoyment (E)	Talking about writing as being enjoyable.	"Yes, because I like writing."

And finally, in order to triangulate the data, both students were observed in order to see how their interview responses correspond, if at all, with what they actually do as they write in their journals. Data were coded according to the following categories: thinking, writing, rereading and revising/editing (see table 7).

Once coded, data from the journals, interviews and observations were then examined in order to explore developmental patterns and the differences and similarities evident between the two students. The finding are reported in the next section in the form of case study analyses.

Table 7. Protocol for coding observations.

Function	Examples
Thinking (T)	Pausing (especially before beginning to write), looking into space.
Writing (W)	Actual time spent writing in journal.
Rereading (R)	Time spent in going back and rereading either that which was written in previous days or what had just been written.
Revising/editing (R/E)	Erasing and/or changing that which has been written in the current entry.

V. RESULTS

The setting

The data for this study was collected over three school years in one self-contained classroom. The teacher involved has a holistic view of education and the classroom setting reflects this orientation. As such the classroom typifies the definition of a print rich environment: Books, magazines, posters, charts, writing materials and student made and published books are visible in all areas of the class. There are bookshelves whose sole purpose is to display student made books. There is a publishing center where students bind books that are ready for publication. There is free access to all sorts of paper and other writing materials for use in writing books. In addition, there is a computer corner with three computers where children are constantly engaged in all types of activities, including word processing.

Children read and write daily in this classroom. All desks are covered with books as there is not enough room to fit all the books in the desks. Children all have writing portfolios and spend time each day working on books and stories in progress. While children often write narratives, there is evidence of expository writing as well. The children in this class have a variety of journals: dialogue journals for written communication with the teacher, literature logs, science and math journals, and social studies journals. Students write in their dialogue journals on a daily basis and the teacher writes to the students twice a week due to the size of the class. There are also student and teacher mailboxes, encouraging written messages, and sign-up sheets for all types of activities in the classroom. Students use writing to keep track of reading/writing conferences and also keep a schedule of daily activities in order to chart the ones they will participate in each day. Students in this class have some choice of activities and are generally engaged in some form of literate behavior throughout the day.

The students

Both students chosen for study have been in this classroom since the second grade. For both second and third grade the teacher participated in school-wide teamed reading and the students were sent to various reading classes based on ability level and language dominance as determined by the *Bilingual Syntax Measure* (1973) administered to all children upon entering the school. As previously mentioned, Salvador was placed in an English-only initial literacy program while Horacio began initial literacy instruction in Spanish. Horacio was "transitioned" to English reading in the third grade, at which time he was placed in a reading group with other transition students. In the fourth grade the classroom teacher requested to keep all students all day long and began instruction with a thematic focus. The students were given the opportunity to select the books and the language they read. Both students chose to continue in the language they were currently reading: English. By the fifth grade, with the continuation of this thematic instruction, the students were no longer participating in "literacy lessons." They were as Goodman (1986) stated, reading to learn as opposed to learning to read, using reading to gain access to content material pertaining to the current topic of study.

Both students typify the "normal" fifth grade student in this particular classroom. They are both well-liked and likable, have good senses of humor and seem to enjoy school. Their grades are similar with the exception of reading and writing where Horacio's grades are somewhat better (Salvador usually gets "C's" while Horacio gets "B's"). Horacio and Salvador also come from similar home backgrounds. They both live with their parents who are literate in Spanish. Both students have younger siblings that live with them. Some of the younger siblings attend the same school. Horacio has been at this school since Kindergarten, Salvador entered in the first grade. They participate willingly in classroom activities and do comparable work on standardized tests. Given the wide variety of classroom possibilities, they often are

engaged in different activities, but generally complete their work. As part of their daily activities, they both write in their journals for approximately fifteen minutes, immediately following recess.

The Activity Setting

Gallimore and Tharp (1990) defined activity settings as "those occasions when collaborative interaction, intersubjectivity, assisted performance occur . . . ." (p. 189). Dialogue journal writing is the activity setting for this study. As such, both students engage in dialogue journal writing for fifteen minutes everyday. This writing takes the form of an ongoing written communication between the teacher and student. The writing is in draft form, students do not revise their writing, and it is never corrected. Rather, the teacher responds with the idea of keeping an ongoing dialogue with the student. While the teacher may respond using correct forms of invented or unconventional words, etc., used by the students, the basic function of the journal is to maintain this written dialogue as a means of assisting the writer to use written language in an authentic, communicative manner.

Case Study Analysis

Horacio

The context of journal writing: writing as a social, interactive process

Horacio came to this school in Kindergarten and is now in the fifth grade. As previously stated, he has been part of a pilot program, where students have remained in the aforementioned classroom since the second grade. Horacio received initial literacy instruction in Spanish and transitioned to English reading in the third grade. He is a very verbal child who talks all the time. He engages in literate activities all the time, reading and writing and using literacy to accomplish communicative goals.

Dialogue journals are part of his literate behaviors and he writes in his journal on a daily basis. As such he is aware of the purpose for journal writing.

Teacher: What is a dialogue journal?

Horacio: Where we write like what we did and like what we did and what we want to talk to our teachers about.

Teacher: What else can you tell me about dialogue journals?

Horacio: That sometimes they're kind of private, sometimes like other teachers can't read it , just your own teacher could read it.

Teacher: Explain a little bit more to me.

Horacio: Like sometimes they're personal, sometimes other persons could read it, or um, some friends.

Teacher: What do you mean when they're personal?

Horacio: Like sometimes you write something to a teacher that you wouldn't like somebody else to see or read.

It is easy to see that Horacio is aware of the personal nature of his dialogue journal and that he is also views it as a means of communicating with the teacher. Within the framework of his classroom setting the privacy of the journal is important. Students are not required to share their journals with anyone but the teacher, and all other people who view the journals must ask for and receive permission. Generally, the only requests to see the journal are made for research reasons and as the children in the class grow older they are less and less willing to share their journals with outsiders.

Horacio's journal entries are interesting to read in that he often elaborates on topics that interest him. Within the framework of his journal writing he repeatedly asks for feedback from the teacher (see figure 1, p. 22) a phenomenon that parallels his oral behavior in class. This entry was written in response to the teacher's questioning the reason for the class misbehaving after a student teacher had been absent one day.

Figure 1. Horacio's entry: requesting teacher response.

3/29/90: beacase Miss holingswoorth isint hir thats why wher ackting so crase thats why ha rily Miss u you havent whrit in my ger-nal in page 13 plese whrite to me Miss U I dident whrite to you becas I was to besiseing the film how you put it

Because Miss Hollingsworth isn't here that's why we're acting so crazy that's why, ha, really. Miss U, you haven't written in my journal on page 13. Please write to me Miss U. I didn't write to you because I was too busy seeing the film and how you put it.

Again, examination of the entry shows a focus on the communicative aspects of the writing, with limited, if any focus on graphophonics or syntax. This sample has sixteen inventions with some based on Spanish ("rily" for really, "ger-nal" for journal) and others based on English ("isint" for isn't, "whrit" for write), and it is interesting to note the unconventional segmentation in the word "besiseing" for busy seeing. Also, it is important to note once again that Horacio uses his journal as a form of written communication. Notice the fact that he uses "ha" for huh within the context of his message to the teacher, one more indication of awareness that he is writing to an audience, rather than just aimlessly writing. Horacio believes that his messages will be read and answered; he believes that there is a responsive audience for his writing.

Writing: process and product

Horacio is able to discuss writing as a process; he mentions brainstorming, editing and correcting. He also views his dialogue journal as something that is somewhat exempt from this process of writing. Since time is limited, this is not a place for much revision and change, journal entries seem to be one time writing, he writes in the time frame given and that is generally the end of it.

Teacher: Do you think that you write better in your dialogue journal or in other writing?

Horacio: In my other writing. Cause in my journal sometimes that I know I'm gonna write something long, I write it really fast cause I know I'm just gonna have one day to do that. If you're doing a story you could have time for like a week.

Even though he perceives his journal writing as one time writing (perhaps like drafts) he says that he brainstorms before he writes: *"Um, I brainstorm then I write the, down, what I'm going to talk to my teacher about."* He also does some editing, *"Um, I um, try to put periods but sometimes I forget because sometimes I know I'm going to write a lot and I write really fast."* On the day that he was observed he did revise/edit, but those changes seemed to be for graphophonic reasons, in other words, to correct spelling (see figure 2). He also had a new "white-out" pen that day, so the mistakes may have been made for the purpose of generating the need for corrections in order to be able to use the pen.

Figure 2. Horacio's entry: February 19, 1992.

February 19 1992
Dear Sharon Ulanoff
When are we going to see the lion the witch and the wardrobe the play was fun to bad Lumina din't see it beocase it was so fun

Dear Sharon Ulanoff,
When are we going to see "The Lion, the witch and the wardrobe?" The play was fun. Too bad Lumina didn't see it because it was so fun.

The spaces indicate his corrections; they are in the actual text (words covered by white-out). As can be seen from this entry, Horacio is aware of his audience and writes the "letter" or entry directly to the teacher. This entry would be coded "school controlling" for the beginning where Horacio requests to see a particular movie (advising) and "school feeling" for the second part (monitoring the attitudes and feelings of self and others). It can also be seen that the entry is written entirely in English (no codeswitching) and has relatively few inventions (three out of thirty three words, and all three apparently based on English). The only punctuation, an apostrophe in the word "din't" is conventionally placed although the word is unconventionally spelled. Despite the spaces apparent from corrections, the entry is

conventionally segmented. Also, it is interesting to note that this entry asks the teacher a question, once again supporting the notion of journal writing as a form of interactive, written communication. Not only does Horacio understand that the purpose of the journal is to write something to the teacher, he manipulates the choice of topic for the teacher by asking questions, hopefully to generate answers.

Horacio feels that the problems that he has in his journal writing are based on semantics, that he might have problems thinking of something to write.

Teacher: What is the process of writing like? What do you do as a writer?

Horacio: Um, think really hard because sometimes you don't know how to write.

Teacher: When you are writing in your journal what kinds of troubles or problems do you have?

Horacio: Sometimes I get stuck with words or I get, I have problems about, or sometimes I don't know what to write.

Teacher: What do you do about the problems?

Horacio: I try to brainstorm really hard until I remember something that happened yesterday or that I'm gonna do during the weekend.

While Horacio seems unconcerned with the surface features of his writing he does discuss the fact that "sloppy" writing might affect the communicative abilities of that writing.

Teacher: Do you ever go back when you are having trouble and reread some of the things that you wrote?

Horacio: Yeah.

Teacher: Why would you reread?

Horacio: Um because sometimes you can't read it so sloppy and sometimes you don't know what word it is because it's not correct and sometimes you don't know what word so you try to reread so it could be better.

But, he does not feel that this is too big a problem for him, as he has no difficulty in making his entries legible and therefore readable. He himself feels capable of judging whether or not an entry is legible and makes the connection between that which both he and the teacher can understand. Since writing is for reading and communicating in this manner, it is important that it be readable and therefore able to communicate.

In relation to this communicative nature, many of Horacio's interview answers suggest that he focuses on meaning in his journal writing. He feels that a good entry is one that is interesting to the reader, perhaps mysterious, but at the same time realizes that the basis for his entries is generally things that have happened to him. Most of his entries, almost 53%, are of the "informing" type, both school and out of school. This has remained fairly stable throughout the three years of journal writing (see Appendix A, p. 56).

Horacio feels that journal writing has helped him to learn and views this writing as a process which helps a person to write or read better. He views journal writing as an arena for writing practice. He is consistent in acknowledging the writing process in his answers.

Teacher: If you knew someone was having a hard time writing something in their journal how would you help him or her?

Horacio: By telling them to brainstorm as hard as they can, till like they remember what happened yesterday or the past weekend or what you're gonna do in the weekend.

Teacher: How would a teacher help that person?

Horacio: By like asking them questions.

This is an interesting observation on Horacio's part in that teachers often instigate brainstorming by asking questions of the class in order to activate background knowledge. Although Horacio does not yet have the metacognitive awareness necessary to understand that these two activities are part of the same process, he

nevertheless does make the connection between the brainstorming and questioning activities that he attributes to himself and to the teacher.

From the aforementioned interview questions and responses it can be seen that Horacio is aware of both the process and product involved in dialogue journal writing. He views it as an interactive process whose purpose is that of improving reading and writing. He also seems to fully understand the context in which journal writing lies, that of ongoing communication between himself and the teacher. He understands the importance of using background knowledge to facilitate writing as evidenced by the fact that he often uses prior of future experiences as a basis for his writing. In addition, he perceives that there is some difference between journal and other writing, but at this point bases that perception on the difference between fact and fiction. Although he does acknowledge that it is possible to write fiction in a journal and fact in a story, he does no story writing throughout his journals. The closest any of his entries come to fiction are those of the "imagining" type where he speculates about such future events as his career, or what he will do during vacation.

Horacio views himself as a good writer, although he would like to write more stories than he already does, specifically more stories using the computer, in this way eliminating the need for any focus on graphophonics as the computer will take care of such things as spelling and handwriting for him. While relatively few of Horacio's interview responses indicate a concern with correctness, it would seem that computer generated writing would put an end to any concerns in this area.

Writing development

In order to examine the development of Horacio's writing over this extended period it is necessary to look at a sampling of his writing over time. Figure 3 (p. 27) is the first entry that was examined.

Figure 3. Horacio's entry, beginning third grade

10/18/89: Dear Ms. U my unclel lives in san francisco and ay cold jim and ji was alitolbit jurt from jis leyg and in jis jand but jis alrayd and dat brig folt daun but gut tinget der is anoder wan in da botem aybin in day brig abaut wan gir agou and it is ay hiys pleys but ay liych da brig da wan det fal daun beter dat da gol den brig bicos (S. Info)

Dear Ms. U, My uncle lives in San Francisco and I called him and he was a little bit hurt from his leg and in his hand but he's all right and that thing fell down but good thing it there is another one in the bottom. I been in the thing about one year ago and it is at his place but I like the thing that when that fall down better that the golden thing because.

This entry was written immediately following Horacio's transition to English reading. What is most apparent is the number of inventions, specifically those based on Spanish ("jis" for he's, "jand" for hand, "alrayd" for already, etc.) and the limited reliance on the English language. Again, the evidence of some lack of conventional segmentation ("alitolbit" for a little bit) is apparent, but what is missing is any indication of codeswitching, even at this early date in his English writing. While Horacio may base his spelling inventions on the Spanish language, he does not use Spanish words in the context of his English entry although he is perfectly aware that his teacher understands Spanish (he began his journal writing in Spanish). This is evident throughout the three years. In that time he only writes in Spanish three times and never within one entry. He either writes in Spanish or English (Appendix C, p. 60).

This reliance on Spanish inventions is consistent with his writing at that stage in his development (see Appendix C, p. 60). His first third grade journal consisted of 51.70% invented spelling, almost 90% of those (46.40% of the total words) inventions based on Spanish. By his second third grade journal, five months later only 61% (and 13.60% of the total words) of the inventions were based on Spanish. This continuing reliance on English has grown so that by the middle of fifth grade only 16% (and only 2.3% of the total words) of the inventions are based on Spanish, in addition to the fact

that almost 86% of his entries at this point are conventionally spelled. In addition, his mean length of entry has increased from approximately 32 words per entry to 75 words per entry(a growth of over 100%), again, 86% of them conventionally spelled. Figure 4 shows one of Horacio's mid fifth grade entries.

Figure 4. Horacio's mid fifth grade entry.

3/6/92 Dear Mis U today mister Dallape came to the class to tell us to treat damon like if nothing had hapend beocase miss blair told us not to get close to damon and mr. dallape found out that whe wornt treating damon normally so He came emidiatly and told miss blair to wait out side and He told us that He was going to behave or else he whould have to visit progect hope again but meanwile that He ackted right whe should treat him like one of us then He whent out side to talk with miss blair to tell her that mean wile he ackted nice and not bothering nobody people could get close and help him on his problems and if he bothered you just walk away but meanwile treat him nice so far he hasent got no blue slips our botherd nobody I hope he stais that way for ever meanwille the substitute hasent come yet it 11:11 AM. in the morning and the substitute hasent come I ges she aint going to come

3/6/92 Dear Miss U., Today Mr. Dallape came to the class to tell us to treat Damon as if nothing had happened because Miss Blair told us not to get close to Damon. Mr. Dallape found out that we weren't treating Damon normally so he came immediately and told Miss Blair to wait outside. He told us that he (Damon) was going to behave or else he would have to visit Project Hope again. But meanwhile when he acted right we should treat him like one of us. Then he went outside to talk with Miss Blair to tell her that meanwhile he (Damon) acted nice and not bothering anybody, people could get close and help him on his problems. And if he bothered you just walk away. But meanwhile treat him nice. So far he hasn't gotten any blue slips or bothered nobody. I hope he stays that way forever. Meanwhile the substitute hasn't come yet. It is 11:11 a. m. in the morning and the substitute hasn't come. I guess she isn't going to come.

This entry was written on a day the teacher was absent and after a particularly difficult student returned from suspension. The student teacher was in charge of the class and the vice principal came to the class to help avoid a confrontation.

Notice the difference in readability of this entry. Although almost completely devoid of punctuation, the greatly reduced amount of inventions are based almost entirely on English ("whent" for went, "wornt" for weren't). It can be seen from this entry that Horacio is experimenting with capital letters. While he leaves them out in most instances, he seems to randomly place them in his writing at times. Although he

ignores the need for simple periods at the end of sentences and at the end of the entry, he correctly uses a colon in "11:11 AM.," attempts a period at the end of that abbreviation and that of "mr." His writing is clearly approaching the conventional in terms of syntax and spelling. In terms of segmentation, it can be seen from this entry that it, too, is an experimental process for children. In this entry he demonstrates such experimentation with the word meanwhile, writing: "mean wile, meanwile and meanwille." Such experimentation indicates that Horacio is aware that there is a problem with how he has spelled and segmented the word; with each attempt he approximates conventional spelling and segmentation.

Conclusions

In observing Horacio and examining both his journal entries and his interview answers it is easy to see that Horacio is a competent writer who has developed over the past three years from a writer willing to take risks in his second language to one who exhibits control over writing in the English language. His entries at the end of this study contain almost 86% conventional spelling and he appears to have syntactical control as well. Considering the difference between this writing and that of Horacio three years ago, it is easy to see that he has grown as a writer. Horacio's entries are long and elaborated, averaging over 50 words per entry over the past three years, and 75 words per entry in his last journal. He elaborates on his topics, explaining, describing, predicting, etc., most often using the informing type of entry. Rarely does Horacio write just one or two sentences, rather he discusses his topic with details and sometimes gives opinions to accompany his topic. He view the process of journal writing as being interactive, and although he selects his own topics is extremely aware of his audience, asking and answering questions where appropriate and using indicators such as "huh?" within his entries to keep the writing somewhat conversational. Horacio is a writer, he participates in literacy events, and sees himself

as a writer. In addition, he views writing as having communication as its purpose, and as such uses writing to achieve its purpose.

Salvador

The context of journal writing: writing as a social, interactive process

Salvador came to this school in the first grade and is now in fifth grade here. In Kindergarten he received initial literacy instruction in Spanish (his native language and the language spoken at home) but due to a clerical error at his present school he was placed in an English reading program in first grade. Since that time he has been placed in an English-only literacy program although he received primary language support in other subjects from his classroom teacher. He is a likable child who has many friends. He also is excellent at tasks incorporating spatial relationships, i.e., he was the first to finish a tangram puzzle, often quite challenging for children. Salvador is a verbal child who reads and writes frequently. Dialogue journals are part of his daily repertoire of writing and he, too, is aware of the purpose for journal writing.

Teacher: What is a dialogue journal?

Salvador: I would say a dialogue journal is something that you write to somebody sometimes; you write to somebody and you could use it like if it was a diary.

Teacher: What else can you tell me about dialogue journals?

Salvador: That you can use them for diaries a lot and use it for lots of things like, like you can use the pages for pen pals, send the book back and forth.

Teacher: What is journal writing like?

Salvador: It's like writing to a pen pal.

Salvador clearly articulates his awareness of the relationship between written and oral language by discussing this notion of passing the journal back and forth, paralleling a conversation between two people. While he does not indicate a need for

privacy in this initial questioning as Horacio does, he makes the comparison of a journal with a diary, something that is generally thought of as being individual, if not private. Salvador seems to understand the communicative nature of his journal and views it as a diary that is passed back and forth between himself and the teacher. He later emphasizes a "secret" nature of the journal possibly because only the teacher has access to the journals unless the students' permission is given.

Teacher: What kinds of things do you write in your journal?

Salvador: Like secrets and secrets and sometimes I write questions like about to like, like when I lost my soccer ball I wrote questions about if anybody had seen it in my journal and I got it home to another and I said that I lost it in my other journal.

It seems, that Salvador, in addition to viewing journal writing as interactive in the classroom, keeps a journal at home, perhaps initiating the connection between journal and diary writing. Salvador does not discuss the process of writing in terms of his journal and views the purpose of journal writing as documentation of what is happening to him in and out of the class.

Teacher: What is the purpose of journal writing?

Salvador: So we know what is happening, what happened in the past.

This view of journal writing as a means of documentation is consistent with Salvador's entries; his, too, are mostly of the "informing" type in that they describe things that have happened or are happening to him immediately preceding his journal writing.

Salvador does not appear to elaborate on his topics and this is generally visible throughout his entries. His entries are short with a mean of 15.5 words per entry. Salvador basically expresses an idea and then either moves on to another topic or is finished. Although most of his entries express ideas, he does ask questions of the teacher indicating that he does have some awareness of audience and the interactive nature of the journals (see figure 5, p. 32).

Figure 5: Salvador's questioning/interactive entries.

6/10/91: Dear Ms. U why can't we bering gloves to school evey boby is bring baseball gloves and tennis balls. (S. Info)

Dear Ms. U, Why can't we bring gloves to school? Everybody is bringing baseball gloves and tennis balls.

9/12/91: Ms. U Do you like fujicolor or Kodak I like kodak we buy Kodak and we use the cramer the picture comeing out those are very cool and they cost losts of money (OS. F)

Ms. U, Do you like Fujicolor or Kodak? I like Kodak. We buy Kodak and we use the camera. The pictures that come out are very cool and cost lots of money.

In addition to noticing a focus on the communicative aspect of these entries, it is again important to note Salvador's developing control over both graphophonics and syntax. While there is little punctuation, that which is used is done so correctly. In addition, Salvador is beginning to demonstrate control over capital letters and spelling. His few spelling inventions are based on English ("bering" for bring, "comeing" for coming, etc.), and his only example of unconventional segmentation "ever boby" is a compound word separated into its components. Notice that in addition to questioning the teacher both about school and personal things, Salvador does use her name in the beginning of each entry. That and responses to her questions are the only indications that he gives of his awareness of audience beyond the general notion of the journal's function as that of communicating back and forth.

Writing: process and product

Salvador perceives the difference between journal and other writing as the difference between that which is secret and that which is published for all to read. He also feels that his stories make more sense than his journal entries. Perhaps this is an indirect reference to the process of writing. Since his stories are usually revised and edited before publication, this might be an indication that they make more sense

because they have been through the process rather than written once, as in his journal, and then immediately interpreted by the reader.

Although Salvador perceives that his stories make more sense, his interview answers indicate that he does make revisions in his journal entries.

Teacher: Do you ever make changes in what you have written in your journal?

Salvador: Sometimes.

Teacher: What kinds of things get changed?

Salvador: Like something that doesn't make sense in the thing I'm writing.

On the day he was observed Salvador did not make any changes in his writing, but he did reread what he had written and pause to think several times, one time for thirty seconds or more. An interesting note about this observation is that he initially wrote his entry in a highlighter which was difficult to read. When this was pointed out to Salvador he kept on writing, periodically stopping to trace the letters with a pencil to make the entry more legible. At one point in his tracing he had difficulty reading what he himself had just written, perhaps an indication of what he means when he says that sometimes what he writes just doesn't make sense. While this may happen more frequently with children who are still inventing most of their writing, it is possible that Salvador, although more proficient had trouble reading due to inventions. It may also have been just a function of visibility related to the medium (the marker) he used. He appeared to make no changes in his original writing, though, eventually realizing what he had written the first time and simply tracing over the letters. While his entry (figure 6, p. 34) does appear to have spaces, these were just gaps he left in the text during the original writing, not spaces due to erased or eliminated words.

Figure 6. Salvador's entry: February 21, 1992.

(no date)
Ms. U Oscar has a ball like an egg and every time we cote it it start to crark and he almost lost it by senden it to the gate of the freway.

Ms. U., Oscar has a ball like an egg and every time we caught it, it starts to crack and he almost lost it by sending it to the gate of the freeway.

The spaces were gaps left at the end or beginning of lines; they are in the actual text. This entry is an "informing" entry, Salvador simply explains something that happened at recess. Although he begins his entry with "Ms. U," that is the only indication that he is aware of his audience. His entry, as are all of his entries (except for those written when he purposely attempts writing in Spanish), is entirely in English and his inventions, four out of a total of 32 words ("cote" for caught, "crark" for crack, "senden" for sending, and "freway" for freeway), all appear to be based on English. Although he connects his sentences with the word "and," there is evidence of control over punctuation as he correctly uses a period after Ms. and another at the end of the entry.

Salvador indicates that problems he has with journal writing are related to both spelling and meaning.

Teacher: When you are writing in your journal what kinds of troubles or problems do you have?

Salvador: Spelling. Remembering something to write.

Teacher: What do you do about them?

Salvador: Spelling, I check over everything I write and or things I remember to write in the journal I just try to remember something in my mind about something I could write about.

Although in this instance he makes no reference to the process of writing, he does indicate that he is at least somewhat familiar with process writing.

Teacher: What is the process of writing like? What do you do as a writer?

Salvador: I look for something good that happened in the day to write in it, something that might be interesting, like a secret. I just do drafts and maps and all.

Teacher: In your journal?

Salvador: No, in my mind so then I write them in my journal like a little story.

It is possible that here Salvador initially became confused between what he does when writing a story and writing in his journal and then related the two types of writing, one as having external and the other as having internal ("in my mind") planning. It was clear during his observation that Salvador engages in some form of planning or rehearsal as he stopped to think several times during his journal writing, looking into space, apparently thinking.

Salvador often mentions the surface features of writing. He feels that the most difficult part of journal writing is spelling, and that journal writing has helped his spelling improve. Although he indicates that good entries are ones that are interesting or "weird" as he describes them, most of his entries (55.7%) are of the informational type. It is interesting to note that in his first journal he wrote almost twice as many informational entries that pertained to topics outside of school. By his fourth journal (almost three years later) he is writing almost fifty percent more informational entries based on school topics. In addition, by his fourth journal, thirty percent of his entries have to do with expressing attitudes and opinions (feeling) about school topics. The content features of his writing have changed over the three years although the length of his entries has remained fairly stable.

Analysis of the previously mentioned interview questions and responses indicated that Salvador has some awareness of both the process and product of journal writing although this awareness might seem somewhat tentative. Although he seems to be aware of the context within which journal writing lies, that of a conversation between himself and the teacher, there is some confusion between

interactive journal writing for the purpose of communication and solitary diary writing for the purpose of encoding secrets that perhaps no one will see. He demonstrates the use of background knowledge to facilitate his writing by using prior experiences as the basis for his entries on many occasions. In addition, he perceives a difference between journal writing and other writing, although the difference seems to be delineated by secrets and publication. This reference to publication would seem to indicate at least some familiarity with the writing process and its role in writing things other than journal entries. While he talks about his stories making more sense than his journal entries, this later seems to be related to spelling corrections in order to facilitate reading.

Salvador also views himself as a good writer but would like to be able to write longer stories, perhaps an indication that he is aware that his journal entries, like his stories, are short. Perhaps, his concern with spelling precludes his ability to elaborate in both his stories and his journal entries in that his graphophonic focus takes up so much of his time that he is unable to give more details and support for his writing. While Salvador has no trouble finishing his assignments in class, his responses are generally short and without elaboration, as are his journal entries.

Writing development

In order to get a better picture of Salvador's writing development over the course of this study it is important to look at a sampling of his writing from the beginning and the present. Figure 7 is his first third grade entry.

Figure 7. Salvador's entry, beginning third grade.

9/26/89: Ms. U I'm I cown to read in ieglsh or in spnsh. (S. Info)
Ms. U, Am I going to read in English or in Spanish?

This entry was written upon returning from summer vacation after the second grade and before teamed reading began in the fall. The question is interesting in that it follows Salvador's first year of instruction with primary language support (in subjects other than reading); in first grade his teachers had only spoken English. What is apparent is the use of inventions (three out of twelve words) based on English ("cown" for going, "iegIsh" for English and "spnsh" for Spanish), and his attempt at punctuation which demonstrates some control over apostrophes and periods. Salvador consistently bases his writing on English, although Spanish is spoken in the home and in his classroom. This is probably due to his repeated exposure to literacy instruction in English and lack of such instruction in Spanish, although, as mentioned before, he hears stories in Spanish in his regular classroom and has access to Spanish reading materials in that classroom.

Salvador's reliance on English as a basis for his writing is consistent throughout the three years (see Appendix C, p. 60). He began with 77.9% conventional writing (the rest are inventions based on English) three years ago and now his writing is almost 90% conventional. He rarely uses inventions based on Spanish but has done so on occasion. It is important to note though, that his conventional writing consists of entries with a mean length of 15.5 words, a mean length that has remained stable over the three years. Given the fact that he begins most entries with either "Dear Ms. U," or "Ms. U," and these are counted as being conventionally spelled (the same was done for Horacio, but has less of an impact due to his longer mean entry length), it is important to note that he is now averaging approximately eleven conventionally spelled words per entry. Figure 8 shows one of Salvador's more recent entries.

Figure 8. Salvador's entry, 1992.

3/17/92 Ms. U it is fun playing basketball wiht Damon and he was the anly one that made Baskets

3/17/92 Ms. U., It is fun playing basketball with Damon and he was the only one that made baskets.

It is important to notice how much more readable this entry is than the first one made almost three years prior. Although limited in his control of punctuation (the only evidence of punctuation is the period after the abbreviation Ms.) the entry only has two inventions, one clearly a letter reversal ("wiht" for with) and one a simple substitution ("anly" for only). He is also demonstrating attempts at control over simple capitalization, using capitals correctly for names but otherwise using them somewhat randomly. Judging from this entry it would seem that Salvador is no longer experimenting with segmentation in that not only is his writing approaching conventional syntax, his words are segmented accurately. In addition, the only indication of awareness of audience is his use of a greeting, and possibly the topic as he discusses a classmate.

Conclusions

From observation, interview and examination of his journal entries it is possible to say that Salvador has grown as a writer, but that he is limited in what he writes. Although on first appearance (see Appendix C, p. 60) it would seem that Salvador controls both the content and surface features of his writing, upon closer examination it can be seen that his writing is short, containing few elaborations and details. While he often is successful communicating his messages, what he says is short and to the point. In addition, from observation it was noticed that he uses the time available to write those short messages, they are not written rapidly so that he can turn his attention to other activities. Consistently, throughout his journal writing, the only indication of awareness of audience is often his greeting in the entry. Rarely does Salvador acknowledge the reader by including her in the conversation, although on occasion he does use topic ("It's boring here without you," written when a student teacher was teaching the lesson and the teacher was away from the room) to indicate a connection between himself and the teacher. Salvador, too, is a writer, although

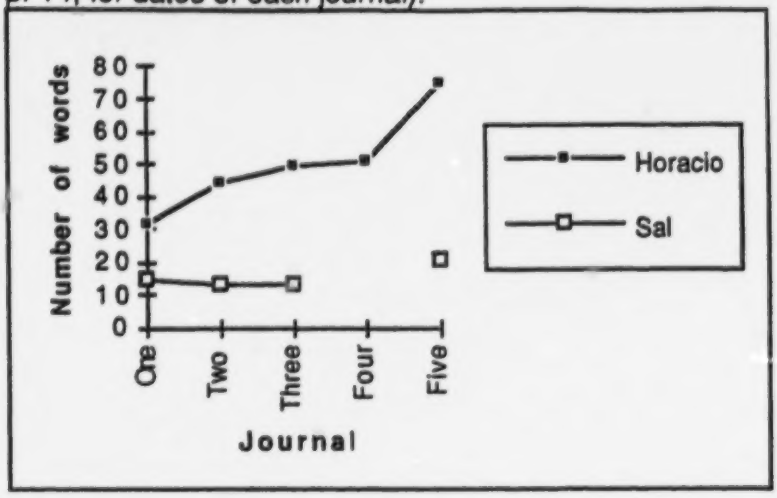
more limited in what he writes. Still, he perceives himself as such, and engages in reading and writing activities on a daily basis.

VI. CONCLUSIONS

That second language learners who are given the opportunity to read and write in a socially mediated context develop as writers can be seen from the case study data presented in this paper. What is also evident is that the different initial literacy contexts experienced by the two students greatly impacted their writing. While Horacio was able to grow as a writer in his native language, Spanish, engaging in literacy events in that language before making the transition to reading and writing in English, Salvador experienced early literacy in his second language, one that was less developed at the time of his beginning experiences with literacy. The evidence presented within the framework of these case studies supports the notion that children should have primary language support to facilitate second language literacy acquisition. While both students are developing as writers, there are both similarities and differences in this development over the years.

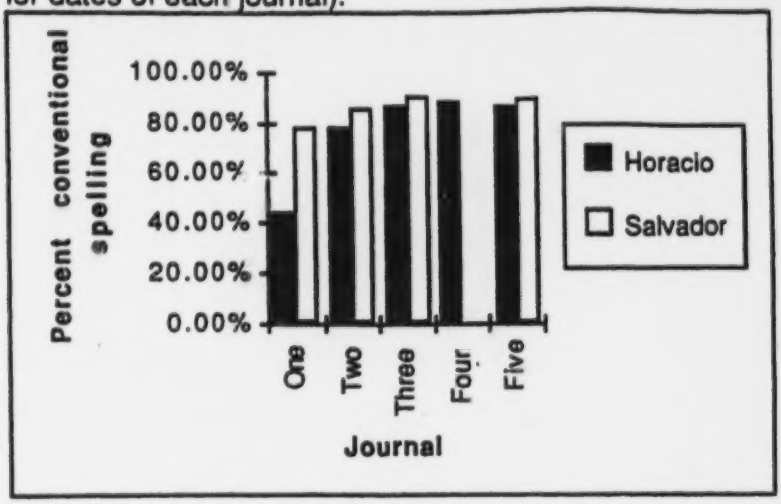
One of the main differences between their writing is the mean length of entry. It is important to note that from the outset there was a difference in the mean length of entry between the two students, Horacio's first journal having a mean length of entry of 31.9 words and Salvador's with 14.5 words. While this difference does not seem so great, Horacio's entries have grown in mean length to 75 words while Salvador's last journal had a mean length of entry of 20.8 words, quite similar to his first journal (see figure 9, p. 40). Perhaps this is one more instance where lack of comprehensible input has affected second language growth. If we learn to write by reading (Krashen, 1984, Smith, 1986) then Salvador's literacy "instruction" in his second language may not have been sufficient to serve as the comprehensible input necessary to mediate successful growth in writing.

Figure 9. Comparison of mean length of entries - Horacio and Salvador (See table 2, p. 14, for dates of each journal).



Both students demonstrated steady patterns of growth toward controlling the mechanical features of their writing (see Appendix C, p. 60), although Horacio's growh seems more dramatic. While Horacio had less conventional spelling initially (48.30% conventional spelling as opposed to 77.90% for Salvador), at the end of the study there is little difference between the two boys (85.90% conventional spelling for Horacio and 89.40% for Salvador) (see figure 10, p. 41). In fact, when the total conventional spelling is averaged over the three years for each of the two students there is little overall difference shown (Horacio 80.40% conventional spelling, Salvador 86.50% conventional spelling). This is interesting when one examines the entries, specifically two written at the beginning of this study (see figures 3, p. 27 and 7, p. 36). Horacio's first entry is almost illegible; it consists almost entirely of inventions based on Spanish, while Salvador's first entry, short though it is, is more easily decipherable. An interesting note is that Horacio's first entry is approximately 32% conventionally spelled (50 inventions out of 74 total words) whereas Salvador's first entry is 75% conventionally spelled (3 inventions out of 12 total words).

Figure 10: Percent conventional spelling - Horacio and Salvador (See table 2, p. 14, for dates of each journal).



Another important distinction, then, between the two students' writing is this initial reliance on the Spanish language as a basis for inventing spelling in English. Based on his extensive experience with Spanish literacy, Horacio was able to use his first language to facilitate development in his second language. That Horacio bases his writing on Spanish is consistent with Edelsky's (1986) findings where she noted that bilingualism adds to rather than detracts from a child's repertoire of available language by allowing him or her a wider range of language choices. Although Edelsky (1986) viewed codeswitching as an added linguistic benefit, Horacio does not take advantage of his Spanish language ability as such, rather he uses his knowledge about the Spanish language to experiment with English. Nathenson-Mejia (1989) looked at the second language invented spelling six and seven year old second language learners. She found that students used Spanish as the basis for new and unknown words in their writing in which the Spanish and English pronunciations were close, and where the English letter or sound was nonexistent in Spanish. She stated " . . . much of their writing used conventional English spellings, confirming that they were, indeed, paying attention to and learning from English print in a variety of

situations. Just as children do when learning to spell in their native language, these children used their own pronunciations and their knowledge of letters and letter/sound correspondences (in both languages) to negotiate spellings in English" (Nathenson-Mejia, 1989, p. 525).

This difference in amount of native language support, specifically that related to school and initial literacy instruction, may not only be responsible for difference between the way they use language for writing, but also for the difference in mean length of entry. Thonis (1981) discussed the notion of transfer from the student's primary language (Spanish in this case) to his or her second language, listing many things that the student is able to transfer from one language to the other. That Horacio is able to use the knowledge base that was developed in his native language is evident from both the percent of his early English writing based on Spanish and the elaboration of topics he demonstrates in his writing, another reference to mean length of entry.

Still, within the framework of surface features it is important to note that while neither student exhibits complete control over punctuation, Horacio generally uses none where Salvador is beginning to experiment with punctuation, using the little that he does fairly conventionally but still writing many entries with little or no punctuation (see Appendix C, p. 60). Again, this may relate to exposure to literacy instruction in the primary language and the differences in punctuation that exist, or may be a function of the limited time the students are given to write. Since both students mentioned the limited amount of revision and changing that is done with journal entries, this may account for the lack of punctuation used. DeGóes and Martlew (1983) emphasized that children learn punctuation from reading, from encounters with texts. While this does not immediately translate to conventional punctuation, it does illicit experimentation with varied punctuation as children imitate what they have seen written. This, once again, supports the notion that children learn to write by reading.

De Goes and Martlew (1983) found that developing writers most frequently used the explanation point and question mark, perhaps due to high visibility in the text. While the children they interviewed gave various reasons for using punctuation, it is clear they were beginning to exhibit control in their own writing. Calkins (1981) found that third graders who engaged in frequent writing were able to recognize more forms of punctuation than those with less writing experience who were "taught" to punctuate.

It would seem that experimentation with segmentation would follow similar patterns. Although influenced by the sounds of spoken words, children who read see the words separated by spaces and apply what they see to their own writing. While Salvador rarely uses unconventional segmentation, Horacio is still experimenting with it, writing words in various ways as he approximates the conventional. It is possible that this relates to the comparison between oral and written communication, as words in oral language often are said as if they were one as opposed to conventionally segmented (Edelsky, 1983). Edelsky (1983) explained that students use knowledge they get from available print to generate hypotheses about written language. "Existing means (capitals, periods, stars, one message per line, running text, etc.) were used; they simply were used unconventionally via particular hypotheses based on input from conventional 'environmental' and 'book' print. The changing character of these hypotheses over time came about as a consequence of interaction with print . . . ." (Edelsky, 1983, p. 155). Horacio and Salvador, like the students in her study, received no direct instruction on spacing or sentence boundaries (at least not since the beginning of the fourth grade).

Conventional syntax does not seem to be much of a problem for either of the students, although at times they both base the syntax of their sentences on the Spanish language using phrases such as "the brother of my friend." Again, this would be one more example of students using the knowledge from one both languages to support their written language. Beyond this type of generalization from Spanish to

English, there is some evidence of experimentation with tenses, agreement and nonstandard forms ("aint" for aren't) in the writing of both students. Despite this experimentation it appears that both Horacio and Salvador are approaching control over the syntactic functions of written language. The biggest difference in their writing, once again, lies in the mean length of entry and the reliance on Spanish for invented spelling.

In terms of content features the functions of their entries remained fairly stable over the years. The major change was in the amount of entries that had topics related to school as opposed to topics related to things other than school (see table 8).

Table 8. Percent of journal entries by school vs. out of school topics

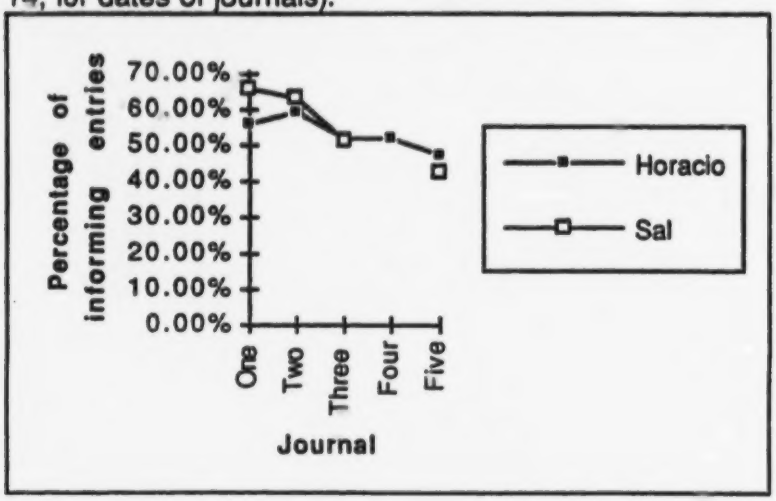
	H's first journal	*S's first journal*	*H's last journal*	*S's last journal*
School	61%	43%	52.7%	68.5%
Out of School	39%	57%	47.3%	41.5%

This is most noticeable for Salvador who greatly increased his reliance on school topics from his first to last journal. This may be due to the greater part that school begins to play in a student's life or perhaps once again on his lack of literacy instruction in his native language. If literacy is something generally available to Salvador in English within the school setting it is possible that he relates writing to literacy and to contexts available to him in English. In the framework of journal writing Salvador has always written in English (although he recently expressed a desire to read and write in Spanish and has begun attempts at writing in Spanish, complete with inventions based on English) and the teacher generally responds in English (or whatever language the students write). In relying on background knowledge to write his entries it is likely that Salvador draws on that which is related to school as a means of demonstrating that aspect of writing over which he has control, that which is in English and as already discussed, limited to that which he has learned in his second

language. This is not to say that because Salvador did not have literacy instruction in Spanish that he cannot relate what he knows in that language to what he learns in English. On the contrary, children use what they know about language to manipulate language. It is just that Salvador views literacy as something that occurs for him in English. He has only just begun to relate to the notion of literacy in Spanish, even with all his exposure to Spanish books and language, and therefore perceives reading and writing as something that happen for him in English.

The most frequently demonstrated content feature in terms of topics is the "informing" type of entry; this is consistent for both students (see figure 11).

Figure 11. Percentage of "informing" entries - Horacio and Salvador (see table 2, p. 14, for dates of journals).

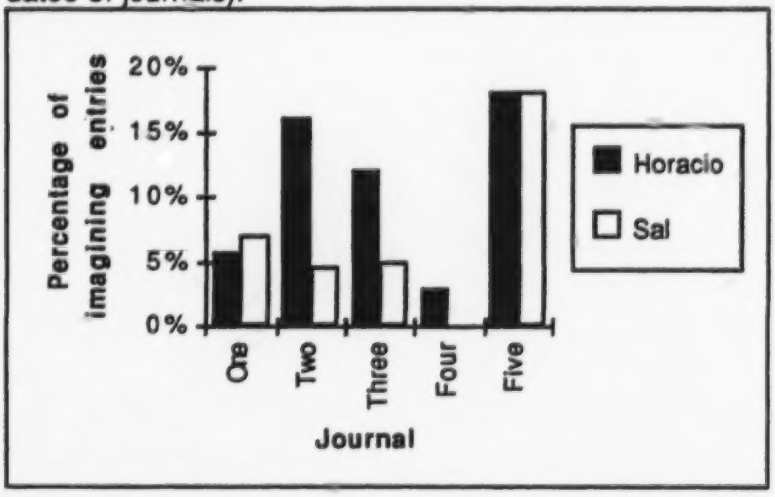


This would seem to relate to Vygotsky's (1987) view that children's writing evolves much in the same way that written language evolved over time, as one of the purposes of written language is to record that which becomes history. If children see writing as a means of documenting what has passed it seems logical that they would use their journals for this purpose. It can be seen that "informing" entries account for the greatest number of journal entries, supporting the notion that children bring their

background knowledge to the task of writing. It is interesting to note that both Horacio and Salvador write less "informing" entries than they did at the outset of the study.

There is a move to more topics of the "imagining" kind, those that speculate or tell stories (see table 3, p. 15), although there is not a steady increase. This would be consistent with the move toward higher level thinking skills that students demonstrate as they mature and become more competent readers and writers. This would also be consistent with more hypothesis generating on the part of the students. By the last journal Horacio and Salvador exhibit identical amounts of "imagining" entries: 18% for both of them, as opposed to 5.7% and 7% respectively for their first journals (see figure 12).

Figure 12. Percent of "imaging" entries - Horacio and Salvador (see table 2, p. 14, for dates of journals).



What is interesting is that the use of "imagining" type entries does not really show a pattern of growth, it varies throughout the course of the study indicating that the use of this type of entry may be random, rather than something that the students are controlling at this time. Both students exhibited the greatest use of this function in their later writing, specifically the last journal examined.

In relation to the attitudes and perceptions of the students, the biggest difference would be in their "reflecting" responses to the interviews (see table 6, p. 17). Horacio indicated a focus on meaning and process. He consistently discussed the notion of thinking about what to write, making his writing interesting and brainstorming as part of the process of writing. While Salvador also mentioned the process of writing, discussing drafts and maps (outlines) he repeatedly discussed spelling and the problems that arise due to spelling, focusing a great deal on the skills aspect of learning to write. He also said that he learned to write by learning the alphabet, discussing the product or actual production of letters as the meaning of writing. Although Horacio indicated that he, too, learned the alphabet, he also had to answer questions that his parents wrote for him, indicating some focus on meaning. From the answers to the interview questions and from his journal entries, Horacio seems to view journal writing more as an interactive process taking place as part of a written communication between two people. In addition, from his responses to the interview, Horacio more clearly understands the communicative nature of the journals, rather than viewing them as something that is just written, he views them as " . . . like communicating." From observation it was clear that both students do view writing as a process; they both engaged in "thinking, " "writing," "rereading" and Horacio also engaged in "revising/editing" (see table 7, p. 17), rather than just quickly writing down their thoughts indicating an understanding of what proficient writers do when they write.

Both Horacio and Salvador stated that they like journal writing and would continue to do so if it were up to them, rather than assigned by the teacher (although the topics are not assigned journal writing is not an optional activity within the context of this class). This is also evident in their writing. Both students seem to look forward to the responses generated by the teacher and become upset when she does not write regardless of the circumstances. If the teacher has not written both students complain

in their journals about the lack of interaction. In addition, both students were often observed initiating writing activities by themselves for the sheer pleasure of writing. At times they write messages to other students in order to generate responses from those students. Both students also perceive themselves as good writers. This is also evident in the frequency with which they are willing to share their writing, both that assigned by the teacher and that which is self-directed.

Horacio and Salvador exhibit varying characteristics of developing second language writers. Horacio, whose writing was much less conventional at the outset, especially in terms of surface features, appears to have made more progress, although he had more room for growth. Where this growth is most noticeable, though, is in terms of mean length of entry, specifically related to Horacio's elaborated writing. These elaborations may be the result of his initial primary language literacy instruction and his ability to draw on both languages in writing, an ability that Salvador does not exhibit. Salvador's writing, based on English, due to his early literacy experiences in that language, has remained fairly stable in terms of length and elaboration.

Both students have grown over the past three years, sometimes in discernible patterns, but most often in spurts as discussed by Dyson (1987). She stated that " . . . there is a difference between a general pattern of development in a particular strand of writing knowledge (as revealed by a particular task) and the actual activity of orchestrating that knowledge to compose a message, encoded in letter graphics, for a particular purpose" (p. 413). Horacio and Salvador orchestrate written language, although in different ways. While their journals are only one example of how they manipulate language into written communication to serve their purposes, the development of their writing as evidenced through these journals helps us to understand how they have grown in relation to written communication.

VII. IMPLICATIONS

This study has shown the second language writing development of two students over a period of almost three years. As such it can be seen how these particular individuals have begun to take control of the process and product that is written communication by delineating the changes over time in their writing. In addition, there is evidence of the impact of primary language literacy instruction, or the lack thereof, on such writing development as has been exhibited by these two students. Dyson (1987) stated that researchers have long been guided by a limited view of writing as a mechanical process. A more holistic view is offered by others (Bissex, 1980; Krashen, 1984; Edelsky, 1986; Smith, 1986) who have long regarded writing as an interactive, socially mediated process. Dyson (1987) called for the formulation of a framework that will " . . . highlight the interaction of the written language system, the intentional child who manages or conducts that system, and the supportive context shaping the child's efforts; further, it must depict the growth of the child's conducting, not simply as a progression forwards (or even backwards) along a line, as in leading parade, but as increasingly refined controlling, as in directing an orchestra" (p. 412). This supports Vygotsky's notion of assistance from a more capable other in the process of progressing through the "zone of proximal development" (ZPD), " . . . the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

If students are to progress in writing and become competent orchestrators of their own written communication they should be allowed the freedom to negotiate meaning as part of interactive communication that grows from shared meaning between the student and a more competent other. This negotiation of meaning should take place within the framework of the primary language, if necessary, specifically for

the child who relies on that language to communicate, and uses that language to engage in literate behaviors. Writing is a social activity with the purpose of communication as its basis. When teachers allow students to write for their own purposes and engage the students in authentic writing activities, students are able to perform within this context using writing for their own means, rather than to fulfill an assignment. "Unless teachers make room for and encourage spontaneous writing in classrooms, they have little chance to observe a child's range. School assignments may narrow rather than utilize and expand that range. Though the breadth of a child's range and the kinds of writing it contains may vary greatly from individual to individual, differentiation of forms and purposes is another measure of progress in writing" (Bissex, 1980, p. 110).

Rather than passively participating in "easy" activities that are decontextualized and broken down into small parts to insure that students will grasp these small parts without consideration of the whole, " . . . children must be allowed to participate in an activity in which the crucial learning events are relatively dense long before they can deal with such an activity on their own. Not only are they thus exposed to developmentally relevant events, but this exposure is modulated to provide each child with what he or she needs to learn more about the principles guiding those events" (Sternberg, 1982, p. 703).

Children should be allowed to become active participants in their own education and should also be given opportunities to engage in socially mediated activities, such as dialogue journal writing, where assistance is provided by more capable peers and teachers. " . . . we should not underestimate the strength of the child's tendency to engage in active invention" (Donaldson, 1978, p. 110). In terms of writing it is important to once again look at how it is viewed.

> . . . Writing has been considered primarily a school-related activity. . . . while children learn to speak in the context of meaningful interaction with a great deal of assistance, writing has been considered a solitary activity,

> occurring without communicative support. . . . It is only after the student has a completed written product that feedback is given, and this often takes the form of a grade or brief, evaluative comments from the teacher rather than meaningful dialogue about the piece. Thus, the more difficult task of learning to communicate in writing, traditionally has been accomplished with much less assistance. The work of researchers interested in the social basis of writing development has pointed out the importance of interaction *in* writing and oral interaction *about* writing in the development of written language" (Peyton, 1988, p. 90).

That writing is an interactive, socially mediated activity is visible from the analyses of Horacio's and Salvador's dialogue journal writing. What needs to be addressed next is how the needs of students can best be met in terms of implementing the type of interactive curriculum experienced by Horacio and Salvador, one that supports the writer as novice in the care of a more capable other, rather than the technocratic reliance on meaningless writing activities that are the basis of much instruction today. In addition, those who impact curriculum at the district, state and federal levels should reflect on the benefits that primary language literacy development afford students in terms of facilitating English proficiency. Primary language instruction and support as the context for learning will thus influence the shared reality that is literacy, affording the child access to any and all background knowledge available in either code.

This increased language access (Edelsky, 1986) has meaning for the social reality within which the child learns. According to Rogoff (1984), "the social system in which the child is embedded thus channels cognitive development. The culture and the influence of socialization agents are not overlays on basic individual development. Rather, the development of the child is guided by social interaction to adapt to the intellectual tools and skills of the culture" (p. 4). When students are free to become active participants in their own education, to seek mediation when necessary, to operate in their ZPD in order to continually progress without fear of failure, only then will the extent to which writing develops as a socially mediated, interactive process be completely evident.

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Appendix A: Dialogue Journal Evaluation Sheet (Content Features)

	% Journal 1	% Journal 2	% Journal 3	% Journal 4	% Journal 5	Average
Horacio						
School Ritualizing	1	2	4	5	0	2.4
Out of School Ritualizing	0	0	0	2	3	1
School Informing	25	47.8	29	33	22	31.36
Out of School Informing	29.6	11	23	19	25	21.52
School Controlling	0	4	3	4	3	2.8
Out of School Controlling	1	0	0	3	1	1
School Feeling	33	13	24.7	29	19.4	23.8
Out of School Feeling	4.9	7	4	1	8	5
School Imagining	2	7	6.5	0	8.3	4.8
Out of School Imagining	3.7	9	5.4	3	9.7	6.2
Salvador						
School Ritualizing	0	1.5	1		2.5	1.3
Out of School Ritualizing	1	9	1		1	3
School Informing	24	33	35		25	29.3
Out of School Informing	42	30	16		17.5	26.4
School Controlling	1	6	8		3	4.5
Out of School Controlling	0	0	0		0	0
School Feeling	17	9	23		30	19.8
Out of School Feeling	7	7.5	12		2.5	7.3
School Imagining	1	1.5	0		8	2.6
Out of School Imagining	6	3	5		10	6

Appendix B: Dialogue Journal Interview

Name _____ Age _____ Date _____

Grade Level _____ Interviewer _____

1. What is a dialogue journal?

2. What can you tell me about dialogue journals?

3. What is the process of writing like? What do you do as a writer?

4. What is journal writing like?

5. Could you describe a typical entry in your journal?

6. What kinds of things do you write in your journal?

7. What would be another way of using a journal?

8. What is the difference between journal writing and other writing you do, for example story writing or report writing?

9. In what ways is journal writing different from story writing?

10. How do you feel when you are writing in your journal?

11. When you are writing in your journal what kinds of troubles or problems do you have?

12. What do you do about them?

13. Do you ever make changes in what you have written in your journal?

14. What kinds of things get changed?

15. What kinds of things do you write about in your journal?

16. How do you get started writing in your journal?

17. What is the hardest/easiest thing about writing in your journal? Do you think other people have that problem, too?

18. What makes a good journal entry?

19. If you knew someone was having a hard time writing something in their journal how would you help him or her?

20. How would a teacher help that person?

21. How did you learn to write?

22. What did they/you do to help you learn?

23. What would you like to do better as a writer?

24. Do you think you are a good writer? Why or why not?

25. Do you think that you write better in your dialogue journal or in other writing? Why?

26. Which do you like better, writing in your journal or writing other things? Why?

27. What is the purpose of writing in journals?

28. If you had the choice would you still write in your journal? Why or why not?

29. What part of journal writing do you like the best?

30. Do you think that journal writing has helped your writing? How?

31. If you were a teacher would you use journals with your students? Why or why not?

32. What else can you tell me about dialogue journals?

33. How is a journal like talking?

Appendix C: Dialogue Journal Evaluation Sheet (Surface Features)

	Journal 1	Journal 2	Journal 3	Journal 4	Journal 5	Mean
Horacio						
Total Invent Spell - English	17/319	38/441	43/497	45/512	89/750	46/504
Mean Invent Spell - Eng	1.7	3.8	4.3	4.5	8.9	4.6
Percent Invent Spell - Eng	5.30%	8.60%	8.70%	8.80%	11.90%	9.10%
Total Invent Spell - Span	148/319	60/441	25/497	14/512	17/750	53/503
Mean Invent Spell - Span	14.8	6	2.5	1.4	1.7	5.3
Percent Invent Spell - Span	46.40%	13.60%	5%	2.70%	2.30%	10.50%
Total Conventional Spell	154/319	343/441	429/497	453/512	644/750	405/504
Mean Conventional Spell	15.4	34.3	42.9	45.3	64.4	40.5
Percent Convent Spell	48.30%	77.80%	86.30%	88.50%	85.90%	80.40%
Conventional Grammar	SE	SE/C	C	C	C	
Conventional Punctuation	NE	LE	LE	LE	LE	
Codeswitching	NE	NE	NE	NE	NE	
Segmentation	SE	SE/C	SE/C	SE/C	SE/C	
Audience Awareness	SE	SE/C	SE/C	C	C	
Mean Words Per Entry	31.9	44.1	49.7	51.2	75	50.4
Salvador						
Total Invent Spell - Eng	32/145	19/133	13/134		20/208	21/155
Mean Invent Spell - Eng	3.2	1.9	1.3		2	2.1
Percent Invent Spell - Eng	22.10%	14.30%	9.70%		9.60%	13.50%
Total Invent Spell - Span	0	0/133	0		2/208	0.5/155
Mean Invent Spell - Span	0	0	0		0.2	0.003
Percent Invent Spell - Span	0	0	0		1%	0.03%
Total Conventional Spell	113/145	114/133	121/134		186/208	134/155
Mean Conventional Spell	11.3	11.4	12.1		18.6	13.4
Percent Convent Spell	77.90%	85.70%	90.30%		89.40%	86.50%
Conventional Grammar	C	C	C		C	
Conventional Punctuation	LE	SE	LE		SE	
Codeswitching	NE	NE	NE		NE	
Segmentation	C	C	C		C	
Audience awareness	LE	LE	SE		SE	
Mean Words Per Entry	14.5	13.3	13.4		20.8	15.5

Grammar, punctuation, codeswitching, segmentation and audience awareness were rated on a scale of 1–4.

1. NE = no evidence of the phenomenon.
2. LE = little evidence of the phenomenon.
3. SE = some evidence of the phenomenon.
4. C = control over the phenomenon in most writing.